DOCUMENT RESUME

ED 189 863 FL 011 444

AUTHOR Schwartz, Muriel
TITLE Ideas for the E.S.L. Nursery.
INSTITUTION Ontario Ministry of Culture and Recreation, Toronto.
PUB DATE [74]
NOTE 13p.: Not available in paper copy because of poor reproducibility of original document.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Classroom Design: *Classroom Techniques: *English (Second Language): *Nursery Schools: Preschool Education: Teaching Methods

ABSTRACT

A plan for a nursery classroom employing English as the children's second language is presented in outline form. The setting for the classroom, classroom equipment, techniques in language training, teacher role as a language model, suggested lessons, and a number of miscellaneous teaching techniques are covered. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

Ideas for The E.S.L. nursery

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

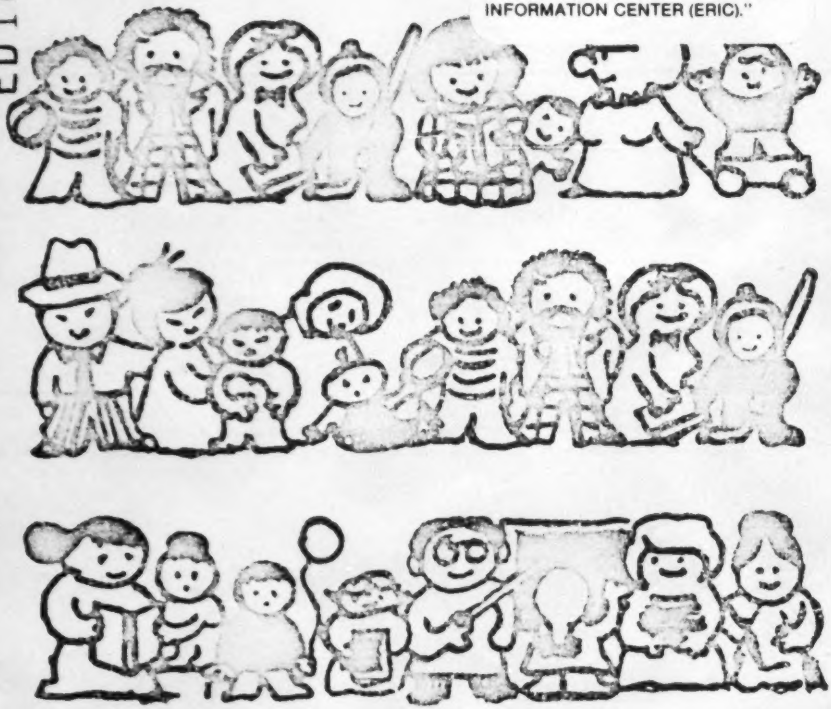
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. Butovsky, OMCR

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED189863

FL 011 444



Ministry of Culture and Recreation
Citizenship Branch
Ontario
Hon. Robert Welch
Minister
Robert D. Johnston
Deputy Minister

"THE E.S.L. NURSERY"

by

Muriel Schwartz

CHILDREN'S METHODOLOGY

This section will contain basic instructions on teaching English to preschool children who come from homes where English is not spoken.

S E T T I N G

The facilities are seldom ideal but the objective is to create a favourable learning environment.

Safety is the first consideration in setting up the facility.

1. Block off all exits, doors, stairways.
2. Remove objects which are potentially dangerous, e.g. tables with sharp pointed corners, stacked boxes, ladders, etc.
3. If not situated on the main floor take additional precautions where there are windows and stairs.
4. If there is an outdoor play area make sure it is fenced.
5. Only use non-toxic materials, e.g. starch is poisonous.
6. Children should never be left alone in a room. They must be supervised at all times.

The room should be set up with interest areas. This requires planning. The block building and housekeeping areas require space so that the children can move about freely. The table area can be used alternately for art-related activities, snacks and table toys. Area boundaries should be flexible to allow for expansion or contraction depending on the needs of the children. The areas should be arranged so that the children are able to move about freely from one interest area to the other.

... 2/

EQUIPMENT

Equipment is suggested for each interest area.

BLOCK AREA:

Large blocks, large boxes, climbing gym.

These encourage them to do climbing and balancing activities, they can also be used for dramatic play, e.g. a train, a store, etc.

Small blocks.

Small blocks can be combined with toy cars, animals, and people to elaborate on the play.

HOUSEKEEPING AREA:

Small tables and chairs, play stove and sink, play dishes, dress-up clothes, etc.

NOTES: As a water-play activity water can be used in the sink to wash the play dishes.

Playdough can also be used with rolling pins and cookie cutters.

This dramatic play represents life - mother, father, baby, etc.

WATER PLAY AREA:

NOTE: Small plastic pans can be used if a large water play table is not available.

Measuring utensils, egg-beaters, plastic funnels, sieves, corks, stones, plastic boats, soap, liquid paint.

NOTE: Children learn measurements, quantities, some things float while others sink, that soap changes the water's texture while paint changes its colour.

CREATIVE AREA:

Paints, clay, plasticine.

Children can be creative without conforming to any particular structure.

TABLE AREA:

Puzzles, shapes, pegboards, etc.

These are useful in teaching the children to recognize and label shapes, and prepare them to recognize symbols as a prelude to learning to read.

... 3/

Table of familiar and unfamiliar objects.

NOTE: Rocks, cork, sea shells, pine cones, birds nests, bark, magnifying glass, etc.

Feel Box:

Different objects that feel hard, soft, rough, smooth, firm, spongy.

Smell Box:

Plastic containers filled with soap, mint or peppermint, lemon, coffee, etc.

NOTE: Dip cotton batten in liquids and place in plastic container and cover.

When uncovered, aroma is immediately apparent and should be able to be identified.

Do you smell something?
What does it smell like?
Is it pleasant?

Hearing: Tapes or records

NOTE: Children should be able to identify familiar sounds such as musical instruments, telephone ring, clock ticking, their own voices, their friends voices, soft and loud sounds, sound of a dog barking, birds chirping, etc.

ADDITIONAL INTEREST AREA:

Library: Books dealing with familiar everyday subjects, written in correct English, with clear illustrations.

Music: Record player, records, musical instruments, bells, sticks, drums, triangles, cymbals, tambourine, etc.

NOTE: If space and funds permit, add bicycles, rocking boats, safety signs (stop, go and yield), tunnels, etc.

The water play table can be converted to a sand box.

Large rubber tubes from an automobile or truck are useful.

Food: Vary the nourishment from the usual juice and cookies. The children need the experience of testing and describing new and different foods.

TECHNIQUES IN LANGUAGE TRAINING

Remember the teacher is teaching all the time.

1. There are opportunities for learning in everyday experiences: going to the store, going for a walk, playing house, climbing a gym, looking at pictures in a book, talking about the weather, talking about clothing, etc.

2. The teacher pre-plans special activities or makes use of opportunities as they arise.

   Examples:

   a) If a child rides to school on a new bicycle it can be brought into the room and discussed.

   b) Sudden changes in weather conditions during school can be talked about.

   c) Unusual or unique clothing can be talked about and described.

3. The teacher involves the children in the steps of transforming a raw food to a cooked food through the process of cooking.

   Examples:

   Make scrambled eggs, hamburgers, pancakes, vegetable soup, applesauce, porridge.

   NOTE: A lesson is included later on in this manual.

4. The teacher verbalizes physical and sensory experiences for the child.

   Examples:

   a) When a child is climbing up a jungle gym, say, "Mary is climbing up". When a child is going down a slide say, "John is sliding down".

   b) When making playdough, describe how it feels: dry, wet.

   c) When a child is washing his hands the water can be described as cold (or hot or warm). The child may say "cold", the teacher replies with a complete sentence, "Yes, the water is cold".

... 5/

5. Special activities can be planned involving similarities and differences.

NOTE: Film strips are available from the public school libraries.

Also, fruit can be used for illustrating similarities and differences: grapefruit and lemon, oranges, apples, pears, pineapples, various variety of nuts.

How are they the same?
How are they different?

SUMMARY:

Provide many opportunities for experiences that the child can talk about. Elicit the child's verbal participation before (planning) and after (discussion).

... 6/

LANGUAGE

The specific instructions given in this manual are based on successful teaching experiences with preschool children. The philosophy behind these teaching experiences can be summarized as follows.

1. When three or four children are seated around the teacher engaged in a project that is language-provoking there is an opportunity for considerable adult-child interaction.

2. The teacher serves as a model presenting her own speech in a variety of well-formed sentences. She should also elicit from them the structures that she is modeling, or as closely as they are able to repeat them.

3. The teacher is teaching all the time. Modeling and eliciting is continued during periods of free play as well as in special group sessions.

4. The teacher should keep in mind the child's stage of linguistic development.

L E S S O N S

Lessons can be built around:

- food - fruits and vegetables
- going to the store
- the weather
- the family
- community helpers
- safety
- houses

etc.

LESSON: GOING FOR A WALK

Teacher: What do you see?
Child: Car.
Teacher: I see a big, black car.
Child: Tree.
Teacher: I see a tree.

Teacher: What do you hear?
Child: Dog.
Teacher: I hear a dog barking.

etc., etc.

LESSON: VEGETABLES

Materials: Realistic pictures of about six vegetables.

Vocabulary: Lettuce, tomato, green pepper, cucumber, onion, potato.

Teacher: I like lettuce. I don't like onions.
Which vegetables do you like?
Which vegetables do you not like?
Child: I like tomatoes.
I don't like green peppers.

NOTE: If the child points to the picture of the vegetable and cannot name it, the teacher models the sentence and the child repeats it.

The teacher discusses the vegetable. She talks about whether it grows above the ground or in the ground. The children choose one vegetable that they like best and go to the store to buy it. The vegetable is discussed:

Shape, colour, whether it can be eaten raw or must be cooked, whether the skin must be peeled off, and where the seeds are found.

The vegetables are washed and the children prepare a salad. All the children in the class share in eating the salad.

TEACHING TECHNIQUES

The technique of taking photos of the children and using them as a focal point to stimulate their interest and to develop their language creates a direct emotional commitment from the children to the class. It is ego-building and is especially effective with E.S.L. classes.

"Going to the store" can be dealt with as a photo story.

Three boys, four to five years old were selected. They talked about going to the store. They talked about what they were going to buy when they got there. They talked about what they were going to do when they got back to school.

The three boys put on their outdoor clothing and walked to the store to buy eggs and milk. One boy selected the eggs, another selected the milk, and the third boy paid at the check-out counter. While returning to school one child carried the parcel. The teacher asked him about its weight and size. Upon returning to school, the teacher set up the table in order to prepare the eggs. The three boys watched. The teacher named all the utensils and described their use. Each of the three boys took his turn breaking the eggs into the bowl and beating them.

The teacher put some butter into the electric frying pan, describing the process of a solid melting down to a liquid. The smell and sound were described. The colour of the eggs, their transformation from a raw, loose food to a dry, cooked food was discussed.

All the children shared in the experience of eating the cooked eggs and drinking the milk that were bought and prepared by the boys.

Through the whole procedure pictures were taken.

When the pictures were developed they are used for recall.

Here are some typical lessons that you might use with recall:

Where did we go?	To the grocery store.
Why did we go?	To buy some eggs and milk.
How did we go?	We walked.
Who paid for the eggs and milk?	Carlos paid for the eggs and milk.
Who carried the parcel?	Yoshiro did.
Was the parcel large or small?	The parcel was large.
What did you do with the eggs?	We cooked them.
Who set the table?	Tom set the table.
Did all the children eat eggs and drink the milk?	Yes, they did.

And so on.

... 9/

TEACHING TECHNIQUES

THEME: Child and his family

1. Children draw pictures of themselves.
Teacher writes, at the bottom of each picture
This is me. My name is _____.

2. Then the children draw pictures of the family members.
Teacher similarly labels each picture:
This is my mother (father, sister, etc.)

3. Teacher to child: Where do you live?
Child answers: I live on Grenoble Drive.

4. Teacher: Do you live in a house?
Do you live in an apartment?
Child: I live in an apartment.

NOTE: Some children know their floor and apartment number.

Next step is to have the children draw pictures of their apartment, later asking them questions about the rooms and their use.

This lesson can be expanded, depending on the linguistic capability of the children.

TEACHING TECHNIQUES

This is an example of a specific technique that I use:

Teacher to child: What do you want?

The child points to the painting easel.

Teacher: Do you want to paint?
Say "I want to paint."

The child may remain silent.

If he does the teacher repeats:

Say "I want to paint."

If the child still remains silent, the teacher takes the child over to the easel to paint.

The teacher does not insist on the child's verbal response. Eventually the child may respond with the one word "paint" or with the complete sentence.